**Grades K-12**

**School Library**

**Student Growth Model Directions**

**The Common Core State Standards (CCSS) emphasizes students engaging in short focused research all year long. Therefore, we need to guide and support students in the research process beginning in kindergarten. It is necessary to scaffold the teaching and learning of research, so that by grade 12 students can independently participate in research projects.**

**SELECTED**

**Appendix II**

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**Grades K-2**

**The Common Core State Standards (CCSS) emphasizes students engaging in short focused research. According to the CCSS, students in grades K-2 need to participate in shared research and writing projects throughout the year. This means guiding and supporting students as we scaffold the teaching and learning of research so that by grade 3 students can begin to independently participate in research projects**

**SCHOOL LIBRARIAN DIRECTIONS**

**The school librarian will need to conduct at least two shared short focused research tasks which must:**

**•Include at least ten or more students**

**•Measure two points in time within the school year with at least 8 weeks between those two points in time.**

**•Demonstrate an increase on the school library performance rubric average score based on following an inquiry based research process by 5% as compared to the score earned by the student data sample on the baseline performance.**

**School librarians may use their own graphic organizer(s) if the graphic organizer(s) used shows evidence aligned to the selected performance measures aligned to AASL Standards for the 21st-Century Learner.**

**The school librarian, in guidance with the Local Education Agency (LEA), will be required to select 5 of the 10 performance measures which are aligned to AASL Standards for the 21st-Century Learner. Learners use skills, resources and tools to:**

1.1.4 - Find, Evaluate, and select appropriate sources to answer questions.

1.1.5 - Evaluate information found in selected sources.

1.1.6 - Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.

1.1.7 - Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

1.4.1 – Monitor own information-seeking process for effectiveness and progress, and adapt as necessary.

2.2.1 – Demonstrate flexibility in the use of resources by adapting information strategies to each specific resources and by seeking additional resources when clear conclusions cannot be drawn.

2.4.1 - Determine how to act on information (accept, reject, modify).

3.1.3 – Use writing and speaking skills to communicate new understandings effectively.

3.1.4 – Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess.

4.3.2 – Recognize that resources are created for a variety of purposes.

The performance measures within the graphic organizers were grouped together; however, they can be addressed separately, depending on the selection of performance measures chosen by the LEA. School librarians may use their own graphic organizers as long as the graphic organizer(s) shows evidence that is aligned to the LEA selected 5 performance measures which are aligned to AASL Standards for the 21st-Century Learner.In addition, the selected graphic organizers can be used in combination with the required K-2 Student Research Graphic Organizers.

It is recommended that performance measure, 1.4.1, monitor own information-seeking process for effectiveness and progress and adapt as necessary, be used within the research process to ensure student self reflection, assessment and deep understanding for the research process. The graphic organizer for 1.4.1 may be used with any of the 10 selected performance indicators.

**SELECTED K-2 School Library DPAS II Rubric**

**Check the 5 of the 10 performance measures your LEA has chosen to implement.**

The Common Core State Standards (CCSS) emphasizes students engaging in short focused research. According to the CCSS, students in grades K-2 need to participate in shared research and writing projects throughout the year. This means guiding and supporting students as we scaffold the teaching and learning of research so that by grade 3 students can begin toindependently participate inresearch projects.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SELECTED PERFORMANCE MEASURES**  There must be evidence for 5.of the 10 selected performance measures | | | | | |
|  | 4  There is evidence the student effectively: | 3  There is some evidence the student: | 2  There is limited evidence the student: | 1  There is little evidence the student: | 0  There is no evidence the student: |
| **\_\_1.1.4** | Found, evaluated, and selected the appropriate (either self selected or librarian chosen) sources to answer the question(s) with prompting and support. | Found, evaluated, and selected the appropriate (either self selected or librarian chosen) sources to answer the question(s) with prompting and support. | Found, evaluated, and selected the appropriate (either self selected or librarian chosen) sources to answer the question(s) with prompting and support. | Found, evaluated, and selected the appropriate (either self selected or librarian chosen) sources to answer the question(s) with prompting and support | Found, evaluated, and selected the appropriate (either self selected or librarian chosen) sources to answer the question(s) with prompting and support. |
| **\_\_1.15** | Evaluated information found in selected sources for usefulness, relevance, and accuracy. | Evaluated information found in selected sources for usefulness, relevance, and accuracy. | Evaluated information found in selected sources for usefulness, relevance, and accuracy. | Evaluated information found in selected sources for usefulness, relevance, and accuracy. | Evaluated information found in selected sources for usefulness, relevance, and accuracy. |
| **\_\_1.1.6** | Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning. | Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning. | Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning. | Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning. | Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning. |
| **\_\_1.1.7** | Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. | Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. | Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. | Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. | Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. |
| **\_\_1.4.1** | Monitor own information-seeking process for effectiveness and progress, and adapt as necessary. | Monitor own information-seeking process for effectiveness and progress, and adapt as necessary. | Monitor own information-seeking process for effectiveness and progress, and adapt as necessary. | Monitor own information-seeking process for effectiveness and progress, and adapt as necessary. | Monitor own information-seeking process for effectiveness and progress, and adapt as necessary. |
| **\_\_2.2.1** | Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. | Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. | Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. | Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. | Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. |
| **\_\_2.4.1** | Determine how to act on information (accept, reject, modify). | Determine how to act on information (accept, reject, modify). | Determine how to act on information (accept, reject, modify). | Determine how to act on information (accept, reject, modify). | Determine how to act on information (accept, reject, modify). |
| **\_\_3.1.3** | Use writing and speaking skills to communicate new understandings effectively. | Use writing and speaking skills to communicate new understandings effectively. | Use writing and speaking skills to communicate new understandings effectively. | Use writing and speaking skills to communicate new understandings effectively. | Use writing and speaking skills to communicate new understandings effectively. |
| **\_\_3.1.4** | Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess. | Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess. | Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess. | Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess. | Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess |
| **\_\_4.3.2** | Recognize that resources are created for a variety of purposes. | Recognize that resources are created for a variety of purposes. | Recognize that resources are created for a variety of purposes. | Recognize that resources are created for a variety of purposes. | Recognize that resources are created for a variety of purposes. |
|  | Total Points x 4 =\_\_\_\_\_ | Total Points x 3 =\_\_\_\_\_ | Total Points x 2 =\_\_\_\_\_ | Total Points x 1 =\_\_\_\_\_ | Total Points x 0 =\_\_\_\_\_ |
|  | Total Score =\_\_\_\_\_ |  | | | |

**School Library**

**Combined (5 Required and 5 Selected) Performance Measures for Student Growth**

**K-2 DPAS II Performance Measures Addressed**

|  |
| --- |
| **Scoring will be based on:**   * A data sample of at least ten or more students * Two points in time within the school year with at least 8 weeks between those two points in time. * A change in average student data sample (group of 10 or more students) score from baseline to target. * An increase on the school library performance rubric average score based on following an inquiry based research process by 5% as compared to the score earned by the student data sample on the baseline performance. |
| **Required** Performance Measures addressed:  1.1.1 Students will follow an inquiry based research process in seeking information for curricular subjects, making real-world connections for using this process in their own lives.  2.1.1 Students will apply higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge.  3.1.1 Students will complete the inquiry based research process by demonstrating new understandings.  2.1.2 Students will organize information so it makes sense to self and others.  1.3.3 Follow ethical and legal guidelines in gathering and using information.  **Selected** Performance Measures addressed(indicate the 5 chosen by LEA):  \_\_\_\_\_1.1.4 - Find, Evaluate, and select appropriate sources to answer questions  \_\_\_\_\_1.1.5 - Evaluate information found in selected sources.  \_\_\_\_\_1.1.6 - Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.  \_\_\_\_\_1.1.7 - Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.  \_\_\_\_\_1.4.1 – Monitor own information-seeking process for effectiveness and progress, and adapt as necessary.  \_\_\_\_\_2.2.1 – Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.  \_\_\_\_\_2.4.1 - Determine how to act on information (accept, reject, modify).  \_\_\_\_\_3.1.3 – Use writing and speaking skills to communicate new understandings effectively.  \_\_\_\_\_3.1.4 – Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess.  \_\_\_\_\_4.3.2 – Recognize that resources are created for a variety of purposes. |

**School Librarians**

**Student Data and Evidence Collection Sample**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student Names** | **Baseline Score** | | **Target Score** | |
| 1. Scott Corbit | Required=  16 | Total=28 | Required=  18 | Total=  33 |
| Selected=  12 | Selected=  15 |
| 1. Danielle Steele | Required=  10 | Total=28 | Required=  12 | Total=  30 |
| Selected=  18 | Selected=  18 |
| 1. Ernest Hemingway | Required=  13 | Total=28 | Required=  14 | Total=  30 |
| Selected=  15 | Selected=  16 |
| 1. Ralph Ellison | Required=  11 | Total=31 | Required=  13 | Total=  33 |
| Selected=  20 | Selected=  20 |
| 1. Gary Paulson | Required=  19 | Total=24 | Required=  19 | Total=  34 |
| Selected=  5 | Selected=  15 |
| 1. Lady Gaga | Required=  14 | Total=30 | Required=  17 | Total=  37 |
| Selected=  16 | Selected=  20 |
| 1. Patricia Polacco | Required=  5 | Total=13 | Required=  5 | Total=  13 |
| Selected=  8 | Selected=  8 |
| 1. Alice Walker | Required=  0 | Total=0 | Required=  8 | Total=  18 |
| Selected=  0 | Selected=  10 |
| 1. Richard Ford | Required=  13 | Total=25 | Required=  13 | Total=  25 |
| Selected=  12 | Selected=  12 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Greg Tang | Required=  17 | Total=31 | Required=  16 | Total=  28 |
| Selected=  14 | Selected=  12 |
| 1. E. B. White | Required=  20 | Total=40 | Required=  10 | Total=  28 |
| Selected=  20 | Selected=  18 |
| 1. Maurice Sendak | Required=  9 | Total=21 | Required=  13 | Total=  28 |
| Selected=  12 | Selected=  15 |
| 1. Eric Carle | Required=  15 | Total=23 | Required=  11 | Total=  31 |
| Selected=  8 | Selected=  20 |
| 1. Chuck Klosterman | Required=  15 | Total=30 | Required=  19 | Total=  24 |
| Selected=  15 | Selected=  5 |
| 1. Phyllis Naylor | Required=  6 | Total=14 | Required=  14 | Total=  30 |
| Selected=  8 | Selected=  16 |
| 1. Ray Bradbury | Required=  7 | Total=19 | Required=  5 | Total=  13 |
| Selected=  12 | Selected=  8 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Shel Silverstein | Required=  10 | Total=24 | | Required=  0 | Total=  0 |
| Selected=  14 | Selected=  0 |
| 1. Dan Gutman | Required=  13 | Total=31 | | Required=  13 | Total=  25 |
| Selected=  18 | Selected=  12 |
| 1. Walter Dean Myers | Required=  7 | Total=14 | | Required=  18 | Total=  36 |
| Selected=  7 | Selected=  18 |
| 1. Virginia Hamilton | Required=  8 | Total=16 | | Required=  12 | Total=  22 |
| Selected=  8 | Selected=  10 |
| Average score of each performance session is calculated by adding the total points for each student and dividing by number of students | **Baseline Average Score**  Total points for student data sample(whole group)  470 ÷  Number of students  20 = 23.5 average student score  5% of 23.5= 1.175  Baseline score times 5 percent = target goal. | | **Target Average Score**  Total points for student data sample(whole group)  534 ÷  Number of students  20 = 26.7 average student score  5% growth would equal of 23.5 +1.175= 24.675 | | Increase is demonstrated by comparing session one to session two.  **Steps to Calculate:**   * Target score   minus the baseline score equals the raw difference 26.7-23.5=3.2   * Take the raw difference   divided by the baseline score times 100 equals percentage growth  3.2÷23.5 x 100.  **Calculations:**  26.7 - 23.5=3.2  3.2 ÷ 23.5 x 100=  **13.6% growth.**  **Increase = 13.6% growth** |

**GRADES K-2 SCHOOL LIBRARY TASK**

**The student will conduct a shared short focused inquiry based research project that builds knowledge and organizes and presents research information about a topic aligned to your LEA Core Curricula and Common Core State Standards.**

**GRADES K-2 STUDENT LEARNING OUTCOME**

**The student learning outcome must be a student product which demonstrates proficiency to accomplish the shared, short focused inquiry based research project. Through the research process the school librarian will gather evidence through a student product, which demonstrates proficiency to accomplish the shared short focused inquiry based research activities. The process should be in combination with the required performance measures to complete a research product, however the selected performance measures can be completed separately.**

* **You may use the following resources to assist your students in your research process:**
  + **LEA Core Subject Curriculum**
  + **Common Core State Standards -** [**http://www.corestandards.org**](http://www.corestandards.org)
  + **Big 6 (or Super 3) -** [**http://www.big6.com**](http://www.big6.com)
  + **UDLib/SEARCH -** [**http://udlibsearch.lib.udel.edu**](http://udlibsearch.lib.udel.edu)
* **Suggested product/outcome choices which show the information learned in the research process:**

|  |  |  |  |
| --- | --- | --- | --- |
| Power Point | Web 2.0 (i.e. Digital Story, Wiki) | Skit | Performance |
| Picture Book | Comic Strip | Publication | Written Response |
| Video | Illustrations/Poster | Game | Oral Presentation |

**The following graphic organizers are recommended for students to engage in a shared short focused, inquiry based, research project. The selected graphic organizers can be used in combination with the required Grades K-2 Student Research Graphic Organizers so that students do not have to record information more than once.**

**Selected Informational Graphic Organizer #1**

You will need to complete this graphic organizer for each source the student explores. Check off the performance measure(s) your LEA has chosen to implement. Remember, school librarians may use their own graphic organizers as long as the graphic organizer(s) shows evidence that is aligned to the selected 5 of 10 performance measures which are aligned to AASL Standards for the 21st-Century Learner. This selected graphic organizer can be used in combination with the required Grades K-2 Student Research Graphic Organizers so that students do not have to record information more than once.

**\_\_1.1.4 - Find, Evaluate, and select appropriate sources to answer questions**

**\_\_1.1.6 - Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.**

**\_\_3.1.3 – Use writing and speaking skills to communicate new understandings effectively.**

**\_\_3.1.4 – Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess.**

**\_\_4.3.2 – Recognize that resources are created for a variety of purposes.**

**K-2 What Can I Find Out?**

**Use this tool to help you as you locate information to answer your question.**

|  |  |
| --- | --- |
| If this question requires, | Then I might try this type of source: |
| The newest information (Up-To-Date) | http://www.valuemags.com/images/magazine/ngworld.jpg http://darrenslaughter.com/wp-content/uploads/2010/07/contractor-advertising-newspaper.jpg http://disabilityrightsgalaxy.com/wordpress/wp-content/uploads/2011/09/Laptop-Computer.jpg http://www.christina.k12.de.us/pulaski/library/images/Index.udlib.gif C:\Users\presenter\Desktop\mic.png  Magazine Newspaper Online UDLib/SEARCH Interview |
| Information from the past (Historical) | http://2.bp.blogspot.com/-mluFtmFIlak/T2oVv1YtxmI/AAAAAAAAAW4/oqiDDAO9V6I/s1600/EncyclopediaBritannica.jpg C:\Users\dallen\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OXZKMNPX\MC900432645[1].png http://disabilityrightsgalaxy.com/wordpress/wp-content/uploads/2011/09/Laptop-Computer.jpg http://www.christina.k12.de.us/pulaski/library/images/Index.udlib.gif C:\Users\presenter\Desktop\mic.png  Reference Nonfiction Online UDLib/SEARCH Interview |
| Specific information (In-Depth) | C:\Users\dallen\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OXZKMNPX\MC900432645[1].png http://www.valuemags.com/images/magazine/ngworld.jpg http://disabilityrightsgalaxy.com/wordpress/wp-content/uploads/2011/09/Laptop-Computer.jpg http://www.christina.k12.de.us/pulaski/library/images/Index.udlib.gif C:\Users\presenter\Desktop\mic.png  Nonfiction Magazine Online UDLib/SEARCH) Interview |
| First-hand information | C:\Users\dallen\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OXZKMNPX\MC900432645[1].png http://www.booksshouldbefree.com/image/detail/Autobiography-of-Benjamin-Franklin.jpg http://disabilityrightsgalaxy.com/wordpress/wp-content/uploads/2011/09/Laptop-Computer.jpg http://www.christina.k12.de.us/pulaski/library/images/Index.udlib.gif C:\Users\presenter\Desktop\mic.png  Nonfiction Autobiography Online UDLib/SEARCH Interview |

**My research question is:**

**Source 2**

**\*Circle the type of source**

C:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0285750.wmfC:\Users\dallen\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OXZKMNPX\MC900054709[1].wmf

**Source 1**

**\*Circle the type of source**

C:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0285750.wmfC:\Users\dallen\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OXZKMNPX\MC900054709[1].wmf

Topic

v

What is my plan for sharing this new information I learned?

How helpful was this source? Circle your answer.

**☺**

**Just Ok**

**☹**

How helpful was this source? Circle your answer.

**☺**

**Just Ok**

**☹**

Why or why not?

How did the information help me answer my question?

How did the information help me answer my question?

What information did I find?

What information did I find?

Why did I choose this source?

Why did I choose this source?

**Selected Graphic Organizer #2**

You will need to complete this graphic organizer for each source the student explores. Check off the performance measure(s) your LEA has chosen to implement. Remember, school librarians may use their own graphic organizers as long as the graphic organizer(s) shows evidence that is aligned to the selected 5 of 10 performance measures which are aligned to AASL Standards for the 21st-Century Learner. This selected graphic organizer can be used in combination with the required Grades K-2 Student Research Graphic Organizers so that students do not have to record information more than once.

**\_\_1.1.4 - Find, Evaluate, and select appropriate sources to answer questions**

**\_\_1.1.6 - Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.**

**\_\_3.1.3 – Use writing and speaking skills to communicate new understandings effectively.**

**\_\_3.1.4 – Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess.**

**\_\_4.3.2 – Recognize that resources are created for a variety of purposes.**

**Compare and Contrast Characters**

**Character 1**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Character 2**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Draw or write one thing that makes the characters different.**

**Draw or write one thing that makes the characters different.**

**Draw or write one thing that makes the characters different.**

**Draw or write what makes the characters the same.**

**Draw or write one thing that makes the characters different.**

**Selected Graphic Organizer # 3**

You will need to complete this graphic organizer for each source the student explores. Check off the performance measure(s) your LEA has chosen to implement. Remember, school librarians may use their own graphic organizers as long as the graphic organizer(s) shows evidence that is aligned to the selected 5 of 10 performance measures which are aligned to AASL Standards for the 21st-Century Learner. This selected graphic organizer can be used in combination with the required Grades K-2 Student Research Graphic Organizers so that students do not have to record information more than once.

**\_\_1.1.5 - Evaluate information found in selected sources**

**\_\_1.1.7 - Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.**

**\_\_2.2.1 – Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.**

**\_\_2.4.1 - Determine how to act on information (accept, reject, modify).**

**RESEARCH WITH A PURPOSE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source #1 | Yes or No  Circle | Draw, write, or explain how you know… | Will you:  http://cdn2.fotosearch.com/bthumb/CSP/CSP081/k0815190.jpg [http://t2.gstatic.com/images?q=tbn:ANd9GcRw9cDXFKzDxCTTx4jBk4SQL_a3_dopEEYdSe0VqcHvoKLlXQYixQ](http://www.google.com/imgres?q=clipart+trash+can&um=1&hl=en&safe=active&sa=N&rlz=1T4GGIE_enUS435US435&biw=1280&bih=599&tbm=isch&tbnid=MPaapEz899wQcM:&imgrefurl=http://water.epa.gov/type/watersheds/outreach/trashnonjs.cfm&docid=pai0Aa2pjGQxZM&imgurl=http://water.epa.gov/type/watersheds/outreach/images/trash.gif&w=500&h=422&ei=rMFsT_f4BOPl0QHJ6IzsBg&zoom=1) [http://t1.gstatic.com/images?q=tbn:ANd9GcTKYx1MIuhzpOatEsGUsHMxYGuVAV9QiSsPwuJ1KIJvsxcAKNYrMQ](http://www.google.com/imgres?q=pencil&um=1&hl=en&safe=active&rlz=1T4GGIE_enUS435US435&biw=1280&bih=560&tbm=isch&tbnid=yxEdL8i4e2tk7M:&imgrefurl=http://library.thinkquest.org/J001156/penny.htm&docid=FDx4KRETD5lznM&imgurl=http://library.thinkquest.org/J001156/pencil2.gif&w=350&h=519&ei=l8JsT6uOMfGK0QG2kNj9Bg&zoom=1)  Use Trash Change  the information found? | Explain to the librarian why you would use, trash or change the information found?  (librarian’s approval) |
| Criteria |
| The information in this source helped me find the information I need. | **☺**  **☹**  **?** |  | http://cdn2.fotosearch.com/bthumb/CSP/CSP081/k0815190.jpg [http://t2.gstatic.com/images?q=tbn:ANd9GcRw9cDXFKzDxCTTx4jBk4SQL_a3_dopEEYdSe0VqcHvoKLlXQYixQ](http://www.google.com/imgres?q=clipart+trash+can&um=1&hl=en&safe=active&sa=N&rlz=1T4GGIE_enUS435US435&biw=1280&bih=599&tbm=isch&tbnid=MPaapEz899wQcM:&imgrefurl=http://water.epa.gov/type/watersheds/outreach/trashnonjs.cfm&docid=pai0Aa2pjGQxZM&imgurl=http://water.epa.gov/type/watersheds/outreach/images/trash.gif&w=500&h=422&ei=rMFsT_f4BOPl0QHJ6IzsBg&zoom=1) [http://t1.gstatic.com/images?q=tbn:ANd9GcTKYx1MIuhzpOatEsGUsHMxYGuVAV9QiSsPwuJ1KIJvsxcAKNYrMQ](http://www.google.com/imgres?q=pencil&um=1&hl=en&safe=active&rlz=1T4GGIE_enUS435US435&biw=1280&bih=560&tbm=isch&tbnid=yxEdL8i4e2tk7M:&imgrefurl=http://library.thinkquest.org/J001156/penny.htm&docid=FDx4KRETD5lznM&imgurl=http://library.thinkquest.org/J001156/pencil2.gif&w=350&h=519&ei=l8JsT6uOMfGK0QG2kNj9Bg&zoom=1)  Use Trash Change |  |
| The information is new (up-to-date). | **☺**  **☹**  **?** |  | http://cdn2.fotosearch.com/bthumb/CSP/CSP081/k0815190.jpg [http://t2.gstatic.com/images?q=tbn:ANd9GcRw9cDXFKzDxCTTx4jBk4SQL_a3_dopEEYdSe0VqcHvoKLlXQYixQ](http://www.google.com/imgres?q=clipart+trash+can&um=1&hl=en&safe=active&sa=N&rlz=1T4GGIE_enUS435US435&biw=1280&bih=599&tbm=isch&tbnid=MPaapEz899wQcM:&imgrefurl=http://water.epa.gov/type/watersheds/outreach/trashnonjs.cfm&docid=pai0Aa2pjGQxZM&imgurl=http://water.epa.gov/type/watersheds/outreach/images/trash.gif&w=500&h=422&ei=rMFsT_f4BOPl0QHJ6IzsBg&zoom=1) [http://t1.gstatic.com/images?q=tbn:ANd9GcTKYx1MIuhzpOatEsGUsHMxYGuVAV9QiSsPwuJ1KIJvsxcAKNYrMQ](http://www.google.com/imgres?q=pencil&um=1&hl=en&safe=active&rlz=1T4GGIE_enUS435US435&biw=1280&bih=560&tbm=isch&tbnid=yxEdL8i4e2tk7M:&imgrefurl=http://library.thinkquest.org/J001156/penny.htm&docid=FDx4KRETD5lznM&imgurl=http://library.thinkquest.org/J001156/pencil2.gif&w=350&h=519&ei=l8JsT6uOMfGK0QG2kNj9Bg&zoom=1)  Use Trash Change |  |
| The information is real or author’s thoughts (fact or opinion). | **☺**  **☹**  **?** |  | http://cdn2.fotosearch.com/bthumb/CSP/CSP081/k0815190.jpg [http://t2.gstatic.com/images?q=tbn:ANd9GcRw9cDXFKzDxCTTx4jBk4SQL_a3_dopEEYdSe0VqcHvoKLlXQYixQ](http://www.google.com/imgres?q=clipart+trash+can&um=1&hl=en&safe=active&sa=N&rlz=1T4GGIE_enUS435US435&biw=1280&bih=599&tbm=isch&tbnid=MPaapEz899wQcM:&imgrefurl=http://water.epa.gov/type/watersheds/outreach/trashnonjs.cfm&docid=pai0Aa2pjGQxZM&imgurl=http://water.epa.gov/type/watersheds/outreach/images/trash.gif&w=500&h=422&ei=rMFsT_f4BOPl0QHJ6IzsBg&zoom=1) [http://t1.gstatic.com/images?q=tbn:ANd9GcTKYx1MIuhzpOatEsGUsHMxYGuVAV9QiSsPwuJ1KIJvsxcAKNYrMQ](http://www.google.com/imgres?q=pencil&um=1&hl=en&safe=active&rlz=1T4GGIE_enUS435US435&biw=1280&bih=560&tbm=isch&tbnid=yxEdL8i4e2tk7M:&imgrefurl=http://library.thinkquest.org/J001156/penny.htm&docid=FDx4KRETD5lznM&imgurl=http://library.thinkquest.org/J001156/pencil2.gif&w=350&h=519&ei=l8JsT6uOMfGK0QG2kNj9Bg&zoom=1)  Use Trash Change |  |
| There is a reason(s) why the author wrote this information (purpose or point of view). | **☺**  **☹**  **?** |  | http://cdn2.fotosearch.com/bthumb/CSP/CSP081/k0815190.jpg [http://t2.gstatic.com/images?q=tbn:ANd9GcRw9cDXFKzDxCTTx4jBk4SQL_a3_dopEEYdSe0VqcHvoKLlXQYixQ](http://www.google.com/imgres?q=clipart+trash+can&um=1&hl=en&safe=active&sa=N&rlz=1T4GGIE_enUS435US435&biw=1280&bih=599&tbm=isch&tbnid=MPaapEz899wQcM:&imgrefurl=http://water.epa.gov/type/watersheds/outreach/trashnonjs.cfm&docid=pai0Aa2pjGQxZM&imgurl=http://water.epa.gov/type/watersheds/outreach/images/trash.gif&w=500&h=422&ei=rMFsT_f4BOPl0QHJ6IzsBg&zoom=1) [http://t1.gstatic.com/images?q=tbn:ANd9GcTKYx1MIuhzpOatEsGUsHMxYGuVAV9QiSsPwuJ1KIJvsxcAKNYrMQ](http://www.google.com/imgres?q=pencil&um=1&hl=en&safe=active&rlz=1T4GGIE_enUS435US435&biw=1280&bih=560&tbm=isch&tbnid=yxEdL8i4e2tk7M:&imgrefurl=http://library.thinkquest.org/J001156/penny.htm&docid=FDx4KRETD5lznM&imgurl=http://library.thinkquest.org/J001156/pencil2.gif&w=350&h=519&ei=l8JsT6uOMfGK0QG2kNj9Bg&zoom=1)  Use Trash Change |  |
| The information in this source is important to your topic. | **☺**  **☹**  **?** |  | http://cdn2.fotosearch.com/bthumb/CSP/CSP081/k0815190.jpg [http://t2.gstatic.com/images?q=tbn:ANd9GcRw9cDXFKzDxCTTx4jBk4SQL_a3_dopEEYdSe0VqcHvoKLlXQYixQ](http://www.google.com/imgres?q=clipart+trash+can&um=1&hl=en&safe=active&sa=N&rlz=1T4GGIE_enUS435US435&biw=1280&bih=599&tbm=isch&tbnid=MPaapEz899wQcM:&imgrefurl=http://water.epa.gov/type/watersheds/outreach/trashnonjs.cfm&docid=pai0Aa2pjGQxZM&imgurl=http://water.epa.gov/type/watersheds/outreach/images/trash.gif&w=500&h=422&ei=rMFsT_f4BOPl0QHJ6IzsBg&zoom=1) [http://t1.gstatic.com/images?q=tbn:ANd9GcTKYx1MIuhzpOatEsGUsHMxYGuVAV9QiSsPwuJ1KIJvsxcAKNYrMQ](http://www.google.com/imgres?q=pencil&um=1&hl=en&safe=active&rlz=1T4GGIE_enUS435US435&biw=1280&bih=560&tbm=isch&tbnid=yxEdL8i4e2tk7M:&imgrefurl=http://library.thinkquest.org/J001156/penny.htm&docid=FDx4KRETD5lznM&imgurl=http://library.thinkquest.org/J001156/pencil2.gif&w=350&h=519&ei=l8JsT6uOMfGK0QG2kNj9Bg&zoom=1)  Use Trash Change |  |
| The author is an expert on this topic. | **☺**  **☹**  **?** |  | http://cdn2.fotosearch.com/bthumb/CSP/CSP081/k0815190.jpg [http://t2.gstatic.com/images?q=tbn:ANd9GcRw9cDXFKzDxCTTx4jBk4SQL_a3_dopEEYdSe0VqcHvoKLlXQYixQ](http://www.google.com/imgres?q=clipart+trash+can&um=1&hl=en&safe=active&sa=N&rlz=1T4GGIE_enUS435US435&biw=1280&bih=599&tbm=isch&tbnid=MPaapEz899wQcM:&imgrefurl=http://water.epa.gov/type/watersheds/outreach/trashnonjs.cfm&docid=pai0Aa2pjGQxZM&imgurl=http://water.epa.gov/type/watersheds/outreach/images/trash.gif&w=500&h=422&ei=rMFsT_f4BOPl0QHJ6IzsBg&zoom=1) [http://t1.gstatic.com/images?q=tbn:ANd9GcTKYx1MIuhzpOatEsGUsHMxYGuVAV9QiSsPwuJ1KIJvsxcAKNYrMQ](http://www.google.com/imgres?q=pencil&um=1&hl=en&safe=active&rlz=1T4GGIE_enUS435US435&biw=1280&bih=560&tbm=isch&tbnid=yxEdL8i4e2tk7M:&imgrefurl=http://library.thinkquest.org/J001156/penny.htm&docid=FDx4KRETD5lznM&imgurl=http://library.thinkquest.org/J001156/pencil2.gif&w=350&h=519&ei=l8JsT6uOMfGK0QG2kNj9Bg&zoom=1)  Use Trash Change |  |
| The source gave you a big idea in relation to the topic. | **☺**  **☹**  **?** |  | http://cdn2.fotosearch.com/bthumb/CSP/CSP081/k0815190.jpg [http://t2.gstatic.com/images?q=tbn:ANd9GcRw9cDXFKzDxCTTx4jBk4SQL_a3_dopEEYdSe0VqcHvoKLlXQYixQ](http://www.google.com/imgres?q=clipart+trash+can&um=1&hl=en&safe=active&sa=N&rlz=1T4GGIE_enUS435US435&biw=1280&bih=599&tbm=isch&tbnid=MPaapEz899wQcM:&imgrefurl=http://water.epa.gov/type/watersheds/outreach/trashnonjs.cfm&docid=pai0Aa2pjGQxZM&imgurl=http://water.epa.gov/type/watersheds/outreach/images/trash.gif&w=500&h=422&ei=rMFsT_f4BOPl0QHJ6IzsBg&zoom=1) [http://t1.gstatic.com/images?q=tbn:ANd9GcTKYx1MIuhzpOatEsGUsHMxYGuVAV9QiSsPwuJ1KIJvsxcAKNYrMQ](http://www.google.com/imgres?q=pencil&um=1&hl=en&safe=active&rlz=1T4GGIE_enUS435US435&biw=1280&bih=560&tbm=isch&tbnid=yxEdL8i4e2tk7M:&imgrefurl=http://library.thinkquest.org/J001156/penny.htm&docid=FDx4KRETD5lznM&imgurl=http://library.thinkquest.org/J001156/pencil2.gif&w=350&h=519&ei=l8JsT6uOMfGK0QG2kNj9Bg&zoom=1)  Use Trash Change |  |

**Selected Graphic Organizer #4**

This graphic organizer can be used to assess the performance measure listed below. Check off this performance measure if your LEA has chosen this performance to implement. Remember, school librarians may use their own graphic organizers as long as the graphic organizer shows evidence that is aligned to the selected 5 of 10 performance measures which are aligned to AASL Standards for the 21st-Century Learner.

\*This suggested graphic organizer may be used with any of the 10 selected performance indicators using only the areas that are applicable.

**\_\_1.4.1 – Monitor own information-seeking process for effectiveness and progress, and adapt as necessary.**

**Evaluating My Research**

|  |  |  |
| --- | --- | --- |
|  | **How am I doing? (To be completed by the researcher)** | **How do I think you are doing? (To be completed by the librarian)** |
| I found information to help me answer the research question. **Circle one** | **Yes No** |  |
| What did I do well? |  |  |
| What will I do differently next time? |  |  |
| What was my favorite part of the research? |  |  |
| What grade would I give myself and why? |  |  |

**Grades 3-5**

**The Common Core State Standards (CCSS) emphasizes students engaging in short focused research. According to the CCSS, students in grades 3-5 need to participate in research and writing projects throughout the year. This means scaffolding the teaching and learning of research so that students can progress towards independently completing research projects.**

**SCHOOL LIBRARIA****N DIRECTIONS**

**The school librarian will need to conduct at least two shared short focused research tasks which must:**

**•Include at least ten or more students**

**•Measure two points in time within the school year with at least 8 weeks between those two points in time.**

**•Demonstrate an increase on the school library performance rubric average score based on following an inquiry based research process by 5% as compared to the score earned by the student data sample on the baseline performance.**

**School librarians may use their own graphic organizer(s) if the graphic organizer(s) used shows evidence aligned to the selected performance measures (aligned to AASL Standards for the 21st-Century Learner).**

**The school librarian, in guidance with the LEA, will be required to select 5 of the 10 performance measures which are aligned to AASL Standards for the 21st-Century Learner. Learners use skills, resources and tools to:**

1.1.4 - Find, Evaluate, and select appropriate sources to answer questions.

1.1.5 - Evaluate information found in selected sources.

1.1.6 - Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.

1.1.7 - Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

1.4.1 – Monitor own information-seeking process for effectiveness and progress, and adapt as necessary.

2.2.1 – Demonstrate flexibility in the use of resources by adapting information strategies to each specific resources and by seeking additional resources when clear conclusions cannot be drawn.

2.4.1 - Determine how to act on information (accept, reject, modify).

3.1.3 – Use writing and speaking skills to communicate new understandings effectively.

3.1.4 – Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess.

4.3.2 – Recognize that resources are created for a variety of purposes.

The performance measures within the graphic organizers were grouped together; however, they can be addressed separately, depending on the selection of performance measures chosen by the LEA. School librarians may use their own graphic organizers as long as the graphic organizer(s) shows evidence that is aligned to the LEA selected 5 performance measures which are aligned to AASL Standards for the 21st-Century Learner.In addition, the selected graphic organizers can be used in combination with the required K-2 Student Research Graphic Organizers.

It is recommended that performance measure, 1.4.1, monitor own information-seeking process for effectiveness and progress and adapt as necessary, be used within the research process to ensure student self reflection, assessment and deep understanding for the research process. The graphic organizer for 1.4.1 may be used with any of the 10 selected performance indicators.

**SELECTED Grades 3-5 School Library DPAS II Rubric**

**Check the 5 of the 10 performance measures your LEA has chosen to implement.**

The Common Core State Standards (CCSS) emphasizes students engaging in short focused research. According to the CCSS, students in grades K-2 need to participate in shared research and writing projects throughout the year. This means guiding and supporting students as we scaffold the teaching and learning of research so that by grade 3 students can begin toindependently participate inresearch projects.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SELECTED PERFORMANCE MEASURES**  There must be evidence for 5.of the 10 selected performance measures | | | | | |
|  | 4  There is evidence the student effectively: | 3  There is some evidence the student: | 2  There is limited evidence the student: | 1  There is little evidence the student: | 0  There is no evidence the student: |
| **\_\_1.1.4** | Found, evaluated, and selected the appropriate (either self selected or librarian chosen) sources to answer the question(s) with prompting and support. | Found, evaluated, and selected the appropriate (either self selected or librarian chosen) sources to answer the question(s) with prompting and support. | Found, evaluated, and selected the appropriate (either self selected or librarian chosen) sources to answer the question(s) with prompting and support. | Found, evaluated, and selected the appropriate (either self selected or librarian chosen) sources to answer the question(s) with prompting and support | Found, evaluated, and selected the appropriate (either self selected or librarian chosen) sources to answer the question(s) with prompting and support. |
| **\_\_1.15** | Evaluated information found in selected sources for usefulness, relevance, and accuracy. | Evaluated information found in selected sources for usefulness, relevance, and accuracy. | Evaluated information found in selected sources for usefulness, relevance, and accuracy. | Evaluated information found in selected sources for usefulness, relevance, and accuracy. | Evaluated information found in selected sources for usefulness, relevance, and accuracy. |
| **\_\_1.1.6** | Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning. | Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning. | Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning. | Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning. | Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning. |
| **\_\_1.1.7** | Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. | Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. | Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. | Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. | Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. |
| **\_\_1.4.1** | Monitor own information-seeking process for effectiveness and progress, and adapt as necessary. | Monitor own information-seeking process for effectiveness and progress, and adapt as necessary. | Monitor own information-seeking process for effectiveness and progress, and adapt as necessary. | Monitor own information-seeking process for effectiveness and progress, and adapt as necessary. | Monitor own information-seeking process for effectiveness and progress, and adapt as necessary. |
| **\_\_2.2.1** | Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. | Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. | Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. | Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. | Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. |
| **\_\_2.4.1** | Determine how to act on information (accept, reject, modify). | Determine how to act on information (accept, reject, modify). | Determine how to act on information (accept, reject, modify). | Determine how to act on information (accept, reject, modify). | Determine how to act on information (accept, reject, modify). |
| **\_\_3.1.3** | Use writing and speaking skills to communicate new understandings effectively. | Use writing and speaking skills to communicate new understandings effectively. | Use writing and speaking skills to communicate new understandings effectively. | Use writing and speaking skills to communicate new understandings effectively. | Use writing and speaking skills to communicate new understandings effectively. |
| **\_\_3.1.4** | Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess. | Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess. | Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess. | Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess. | Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess |
| **\_\_4.3.2** | Recognize that resources are created for a variety of purposes. | Recognize that resources are created for a variety of purposes. | Recognize that resources are created for a variety of purposes. | Recognize that resources are created for a variety of purposes. | Recognize that resources are created for a variety of purposes. |
|  | Total Points x 4 =\_\_\_\_\_ | Total Points x 3 =\_\_\_\_\_ | Total Points x 2 =\_\_\_\_\_ | Total Points x 1 =\_\_\_\_\_ | Total Points x 0 =\_\_\_\_\_ |
|  | Total Score =\_\_\_\_\_ |  | | | |

**School Library**

**Combined (5 Required and 5 Selected) Performance Measures for Student Growth**

**Grades 3-5 DPAS II Performance Measures Addressed**

|  |
| --- |
| **Scoring will be based on:**   * A data sample of at least ten or more students * Two points in time within the school year with at least 8 weeks between those two points in time. * A change in average student data sample (group of 10 or more students) score from baseline to target. * An increase on the school library performance rubric average score based on following an inquiry based research process by 5% as compared to the score earned by the student data sample on the baseline performance. |
| **Required** Performance Measures addressed:  1.1.1 Students will follow an inquiry based research process in seeking information for curricular subjects, making real-world connections for using this process in their own lives.  2.1.1 Students will apply higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge.  3.1.1 Students will complete the inquiry based research process by demonstrating new understandings.  2.1.2 Students will organize information so it makes sense to self and others.  1.3.3 Follow ethical and legal guidelines in gathering and using information.  **Selected** Performance Measures addressed(indicate the 5 chosen by LEA):  \_\_\_\_\_1.1.4 - Find, Evaluate, and select appropriate sources to answer questions  \_\_\_\_\_1.1.5 - Evaluate information found in selected sources.  \_\_\_\_\_1.1.6 - Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.  \_\_\_\_\_1.1.7 - Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.  \_\_\_\_\_1.4.1 – Monitor own information-seeking process for effectiveness and progress, and adapt as necessary.  \_\_\_\_\_2.2.1 – Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.  \_\_\_\_\_2.4.1 - Determine how to act on information (accept, reject, modify).  \_\_\_\_\_3.1.3 – Use writing and speaking skills to communicate new understandings effectively.  \_\_\_\_\_3.1.4 – Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess.  \_\_\_\_\_4.3.2 – Recognize that resources are created for a variety of purposes. |

**School Lib****rarians**

**Student Data and Evidence Collection Sample**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student Names** | **Baseline Score** | | **Target Score** | |
| 1. Scott Corbit | Required=  16 | Total=28 | Required=  18 | Total=  33 |
| Selected=  12 | Selected=  15 |
| 1. Danielle Steele | Required=  10 | Total=28 | Required=  12 | Total=  30 |
| Selected=  18 | Selected=  18 |
| 1. Ernest Hemingway | Required=  13 | Total=28 | Required=  14 | Total=  30 |
| Selected=  15 | Selected=  16 |
| 1. Ralph Ellison | Required=  11 | Total=31 | Required=  13 | Total=  33 |
| Selected=  20 | Selected=  20 |
| 1. Gary Paulson | Required=  19 | Total=24 | Required=  19 | Total=  34 |
| Selected=  5 | Selected=  15 |
| 1. Lady Gaga | Required=  14 | Total=30 | Required=  17 | Total=  37 |
| Selected=  16 | Selected=  20 |
| 1. Patricia Polacco | Required=  5 | Total=13 | Required=  5 | Total=  13 |
| Selected=  8 | Selected=  8 |
| 1. Alice Walker | Required=  0 | Total=0 | Required=  8 | Total=  18 |
| Selected=  0 | Selected=  10 |
| 1. Richard Ford | Required=  13 | Total=25 | Required=  13 | Total=  25 |
| Selected=  12 | Selected=  12 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Greg Tang | Required=  17 | Total=31 | Required=  16 | Total=  28 |
| Selected=  14 | Selected=  12 |
| 1. E. B. White | Required=  20 | Total=40 | Required=  10 | Total=  28 |
| Selected=  20 | Selected=  18 |
| 1. Maurice Sendak | Required=  9 | Total=21 | Required=  13 | Total=  28 |
| Selected=  12 | Selected=  15 |
| 1. Eric Carle | Required=  15 | Total=23 | Required=  11 | Total=  31 |
| Selected=  8 | Selected=  20 |
| 1. Chuck Klosterman | Required=  15 | Total=30 | Required=  19 | Total=  24 |
| Selected=  15 | Selected=  5 |
| 1. Phyllis Naylor | Required=  6 | Total=14 | Required=  14 | Total=  30 |
| Selected=  8 | Selected=  16 |
| 1. Ray Bradbury | Required=  7 | Total=19 | Required=  5 | Total=  13 |
| Selected=  12 | Selected=  8 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Shel Silverstein | Required=  10 | Total=24 | | Required=  0 | Total=  0 |
| Selected=  14 | Selected=  0 |
| 1. Dan Gutman | Required=  13 | Total=31 | | Required=  13 | Total=  25 |
| Selected=  18 | Selected=  12 |
| 1. Walter Dean Myers | Required=  7 | Total=14 | | Required=  18 | Total=  36 |
| Selected=  7 | Selected=  18 |
| 1. Virginia Hamilton | Required=  8 | Total=16 | | Required=  12 | Total=  22 |
| Selected=  8 | Selected=  10 |
| Average score of each performance session is calculated by adding the total points for each student and dividing by number of students | **Baseline Average Score**  Total points for student data sample(whole group)  470 ÷  Number of students  20 = 23.5 average student score  5% of 23.5= 1.175  Baseline score times 5 percent = target goal. | | **Target Average Score**  Total points for student data sample(whole group)  534 ÷  Number of students  20 = 26.7 average student score  5% growth would equal of 23.5 +1.175= 24.675 | | Increase is demonstrated by comparing session one to session two.  **Steps to Calculate:**   * Target score   minus the baseline score equals the raw difference 26.7-23.5=3.2   * Take the raw difference   divided by the baseline score times 100 equals percentage growth  3.2÷23.5 x 100.  **Calculations:**  26.7 - 23.5=3.2  3.2 ÷ 23.5 x 100=  **13.6% growth.**  **Increase = 13.6% growth** |

**GRADES 3-5 SCHOOL** **LIBRARY TASK**

**The student will conduct a shared short focused inquiry based research project that builds knowledge and organizes and presents research information about a topic aligned to your LEA Core Curricula and Common Core State Standards.**

**GRADES 3-5 STUDENT LEARNING OUTCOME**

**The student learning outcome must be a student product which demonstrates proficiency to accomplish the shared, short focused inquiry based research project. Through the research process the school librarian will gather evidence through a student product, which demonstrates proficiency to accomplish the shared short focused inquiry based research activities. The process should be in combination with the required performance measures to complete a research product, however the selected performance measures can be completed separately.**

* **You may use the following resources to assist your students in your research process:**
  + **LEA Core Subject Curriculum**
  + **Common Core State Standards -** [**http://www.corestandards.org**](http://www.corestandards.org)
  + **Big 6 (or Super 3) -** [**http://www.big6.com**](http://www.big6.com)
  + **UDLib/SEARCH -** [**http://udlibsearch.lib.udel.edu**](http://udlibsearch.lib.udel.edu)
* **Suggested product/outcome choices which show the information learned in the research process:**

|  |  |  |  |
| --- | --- | --- | --- |
| Power Point | Web 2.0 (i.e. Digital Story, Wiki) | Skit | Performance |
| Picture Book | Comic Strip | Publication | Written Response |
| Video | Illustrations/Poster | Game | Oral Presentation |

**The following graphic organizers are recommended for students to engage in a shared short focused, inquiry based, research project. The selected graphic organizers can be used in combination with the required Grades 3-5 Student Research Graphic Organizers so that students do not have to record information more than once.**

**Selected Informational Graphic Organizer #1**

You will need to complete this graphic organizer for each source the student explores. Check off the performance measure(s) your LEA has chosen to implement. Remember, school librarians may use their own graphic organizers as long as the graphic organizer(s) shows evidence that is aligned to the selected 5 of 10 performance measures which are aligned to AASL Standards for the 21st-Century Learner. This selected graphic organizer can be used in combination with the required Grades 3-5 Student Research Graphic Organizers so that students do not have to record information more than once.

**\_\_1.1.4 - Find, Evaluate, and select appropriate sources to answer questions**

**\_\_1.1.6 - Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.**

**\_\_3.1.3 – Use writing and speaking skills to communicate new understandings effectively.**

**\_\_3.1.4 – Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess.**

**\_\_4.3.2 – Recognize that resources are created for a variety of purposes.**

**3-5 What Can I Find Out?**

**Use this tool to help you as you locate information to answer your question.**

|  |  |
| --- | --- |
| **If this question requires,** | **Then I might try this type of source:** |
| The most up-to-date information | Magazine, newspaper, website almanac (UDLib/SEARCH), interview |
| Historical information | Reference, nonfiction, biography, online primary (UDLib/SEARCH), interview |
| Background or summary information | General encyclopedia (UDLib/SEARCH), interview |
| Very specific or in-depth information | Reference, nonfiction, magazine, website, database (UDLib/SEARCH), interview |
| First-hand information | Nonfiction, autobiography, online primary sources (UDLib/SEARCH) |

|  |  |  |  |
| --- | --- | --- | --- |
| Where did I find the information to answer the question? ( 1.1.4) | * Why did I choose this source? * Was this information found helpful to me? (4.3.2 ) | What did the information tell me to answer my question? (1.1.6 ) | What is the best way you can share this information with others? (3.1.3 and 3.1.4) |
|  |  |  |  |
|  |  |  |  |

**Selected Compare and Contrast Literary Text Graphic Organizer #2**

Check off the performance measure(s) your LEA has chosen to implement. Remember, school librarians may use their own graphic organizers as long as the graphic organizer(s) shows evidence that is aligned to the selected 5 of 10 performance measures which are aligned to AASL Standards for the 21st-Century Learner. This selected graphic organizer can be used in combination with the required Grades 3-5 Student Research Graphic Organizers so that students do not have to record information more than once.

**\_\_1.1.4 - Find, Evaluate, and select appropriate sources to answer questions**

**\_\_1.1.6 - Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.**

**\_\_3.1.3 – Use writing and speaking skills to communicate new understandings effectively.**

**\_\_3.1.4 – Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess.**

**\_\_4.3.2 – Recognize that resources are created for a variety of purposes.**

**Compare/Contrast The Characters**

What is different?

What is different?

What is different?

**Similarities**

What is different?

What is different?

**Selected Graphic Organizer #3**

You will need to complete this graphic organizer for each source the student explores. Check off the performance measure(s) your LEA has chosen to implement. Remember, school librarians may use their own graphic organizers as long as the graphic organizer(s) shows evidence that is aligned to the selected 5 of 10 performance measures which are aligned to AASL Standards for the 21st-Century Learner. This selected graphic organizer can be used in combination with the required Grades 3-5 Student Research Graphic Organizers so that students do not have to record information more than once.

**\_\_1.1.5 - Evaluate information found in selected sources**

**\_\_1.1.7 - Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.**

**\_\_2.2.1 – Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.**

**\_\_2.4.1 - Determine how to act on information (accept, reject, modify).**

**RESEARCH WITH A PURPOSE**

**\*If applicable**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source #1 | Circle your answer | Evidence | Will you **use, trash, or change** the information found? Circle | Explain why you will **use, trash** or **change** this information. |
| Criteria |
| Does the information in this source help me find the information I need? | * Yes * No * I’m not sure |  | * Use * Trash * Change |  |
| Is the information current? | * Yes * No * I’m not sure | When was the information written? | * Use * Trash * Change |  |
| Is the information provided fact or opinion? | * Fact * Opinion * I’m not sure |  | * Use * Trash * Change |  |
| Does this source give conflicting information? | * Yes * No * I’m not sure |  | * Use * Trash * Change |  |
| Is the information from a primary or secondary source? | * Primary * Secondary * I’m not sure |  | * Use * Trash * Change |  |
| Is the information provided biased?\* | * Yes * No * I’m not sure |  | * Use * Trash * Change |  |
| Is there a particular point of view?\* | * Yes * No * I’m not sure |  | * Use * Trash * Change |  |
| Is the information in this source related to your topic? | * Yes * No * I’m not sure |  | * Use * Trash * Change |  |
| Is the author an expert on this topic? | * Yes * No * I’m not sure |  | * Use * Trash * Change |  |
| Does the source give you a big idea in relation to the topic? | * Yes * No * I’m not sure |  | * Use * Trash * Change |  |

**Selected Graphic Organizer #4**

This graphic organizer can be used to assess the performance measure listed below. Check off this performance measure if your LEA has chosen this performance to implement. Remember, school librarians may use their own graphic organizers as long as the graphic organizer shows evidence that is aligned to the selected 5 of 10 performance measures which are aligned to AASL Standards for the 21st-Century Learner.

\*This suggested graphic organizer may be used with any of the 10 selected performance indicators using only the areas that are applicable.

**\_\_1.4.1 – Monitor own information-seeking process for effectiveness and progress, and adapt as necessary.**

**Evaluating My Research**

|  |  |  |
| --- | --- | --- |
| **Student Performance** | **How do I know?** | **How can I do better?** |
| (1.1.4) I was able to locate and select appropriate sources to answer questions. |  |  |
| (1.1.5) I was able to evaluate information found in selected sources. |  |  |
| (1.1.6) I was able to read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning. |  |  |
| (1.1.7) I was able to make sense of information gathered from diverse sources by identifying facts and details that support main ideas, conflicting information, and point of view or bias. |  |  |
| (2.4.1) I was able to determine how to act on information (use, trash, change). |  |  |
| (2.2.1) I demonstrated flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions could not be drawn. |  |  |
| (3.1.3) I was able to use writing and speaking skills to communicate new understandings effectively. |  |  |
| (3.1.4) I was able to use technology and other information tools to organize and display knowledge and understanding in ways that others could view, use, and assess. |  |  |

**Grades 6-12**

The Common Core State Standards (CCSS) emphasizes students engaging in short focused research.  According to the CCSS, students in grades 6-12 need to participate in research and writing projects throughout the year.  This means scaffolding the teaching and learning of research so that students can independently participate in research projects.

**SCHOOL LIBRARIAN DIRECTIONS**

**The school librarian will need to conduct at least two shared short focused research tasks which must:**

**•Include at least ten or more students**

**•Measure two points in time within the school year with at least 8 weeks between those two points in time.**

**•Demonstrate an increase on the school library performance rubric average score based on following an inquiry based research process by 5% as compared to the score earned by the student data sample on the baseline performance.**

**School librarians may use their own graphic organizer(s) if the graphic organizer(s) used shows evidence aligned to the selected performance measures (aligned to AASL Standards for the 21st-Century Learner).**

**The school librarian, in guidance with the LEA, will be required to select 5 of the 10 performance measures which are aligned to AASL Standards for the 21st-Century Learner. Learners use skills, resources and tools to:**

1.1.4 - Find, Evaluate, and select appropriate sources to answer questions.

1.1.5 - Evaluate information found in selected sources.

1.1.6 - Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.

1.1.7 - Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

1.4.1 – Monitor own information-seeking process for effectiveness and progress, and adapt as necessary.

2.2.1 – Demonstrate flexibility in the use of resources by adapting information strategies to each specific resources and by seeking additional resources when clear conclusions cannot be drawn.

2.4.1 - Determine how to act on information (accept, reject, modify).

3.1.3 – Use writing and speaking skills to communicate new understandings effectively.

3.1.4 – Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess.

4.3.2 – Recognize that resources are created for a variety of purposes.

The performance measures within the graphic organizers were grouped together; however, they can be addressed separately, depending on the selection of performance measures chosen by the LEA. School librarians may use their own graphic organizers as long as the graphic organizer(s) shows evidence that is aligned to the LEA selected 5 performance measures which are aligned to AASL Standards for the 21st-Century Learner. In addition, the selected graphic organizers can be used in combination with the required K-2 Student Research Graphic Organizers. It is recommended that performance measure, 1.4.1, monitor own information-seeking process for effectiveness and progress and adapt as necessary, be used within the research process to ensure student self reflection, assessment and deep understanding for the research process. The graphic organizer for 1.4.1 may be used with any of the 10 selected performance indicators.

**SELECTED 6-12 School Library DPAS II Rubric**

**Check the 5 of the 10 performance measures your LEA has chosen to implement.**

The Common Core State Standards (CCSS) emphasizes students engaging in short focused research. According to the CCSS, students in grades 6-12 need to participate in research and writing projects throughout the year. This means scaffolding the teaching and learning of research so that students can independently participate in research projects.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SELECTED PERFORMANCE MEASURES**  There must be evidence for 5.of the 10 selected performance measures | | | | | |
|  | 4  There is evidence the student effectively: | 3  There is some evidence the student: | 2  There is limited evidence the student: | 1  There is little evidence the student: | 0  There is no evidence the student: |
| **\_\_1.1.4** | Found, evaluated, and selected the appropriate (either self selected or librarian chosen) sources to answer the question(s) with prompting and support. | Found, evaluated, and selected the appropriate (either self selected or librarian chosen) sources to answer the question(s) with prompting and support. | Found, evaluated, and selected the appropriate (either self selected or librarian chosen) sources to answer the question(s) with prompting and support. | Found, evaluated, and selected the appropriate (either self selected or librarian chosen) sources to answer the question(s) with prompting and support | Found, evaluated, and selected the appropriate (either self selected or librarian chosen) sources to answer the question(s) with prompting and support. |
| **\_\_1.15** | Evaluated information found in selected sources for usefulness, relevance, and accuracy. | Evaluated information found in selected sources for usefulness, relevance, and accuracy. | Evaluated information found in selected sources for usefulness, relevance, and accuracy. | Evaluated information found in selected sources for usefulness, relevance, and accuracy. | Evaluated information found in selected sources for usefulness, relevance, and accuracy. |
| **\_\_1.1.6** | Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning. | Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning. | Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning. | Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning. | Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning. |
| **\_\_1.1.7** | Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. | Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. | Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. | Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. | Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. |
| **\_\_1.4.1** | Monitor own information-seeking process for effectiveness and progress, and adapt as necessary. | Monitor own information-seeking process for effectiveness and progress, and adapt as necessary. | Monitor own information-seeking process for effectiveness and progress, and adapt as necessary. | Monitor own information-seeking process for effectiveness and progress, and adapt as necessary. | Monitor own information-seeking process for effectiveness and progress, and adapt as necessary. |
| **\_\_2.2.1** | Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. | Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. | Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. | Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. | Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. |
| **\_\_2.4.1** | Determine how to act on information (accept, reject, modify). | Determine how to act on information (accept, reject, modify). | Determine how to act on information (accept, reject, modify). | Determine how to act on information (accept, reject, modify). | Determine how to act on information (accept, reject, modify). |
| **\_\_3.1.3** | Use writing and speaking skills to communicate new understandings effectively. | Use writing and speaking skills to communicate new understandings effectively. | Use writing and speaking skills to communicate new understandings effectively. | Use writing and speaking skills to communicate new understandings effectively. | Use writing and speaking skills to communicate new understandings effectively. |
| **\_\_3.1.4** | Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess. | Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess. | Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess. | Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess. | Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess |
| **\_\_4.3.2** | Recognize that resources are created for a variety of purposes. | Recognize that resources are created for a variety of purposes. | Recognize that resources are created for a variety of purposes. | Recognize that resources are created for a variety of purposes. | Recognize that resources are created for a variety of purposes. |
|  | Total Points x 4 =\_\_\_\_\_ | Total Points x 3 =\_\_\_\_\_ | Total Points x 2 =\_\_\_\_\_ | Total Points x 1 =\_\_\_\_\_ | Total Points x 0 =\_\_\_\_\_ |
|  | Total Score =\_\_\_\_\_ |  | | | |

**School Library**

**Combined (5 Required and 5 Selected) Performance Measures for Student Growth**

**6-12 DPAS II Performance Measures Addressed**

|  |
| --- |
| **Scoring will be based on:**   * A data sample of at least ten or more students * Two points in time within the school year with at least 8 weeks between those two points in time. * A change in average student data sample (group of 10 or more students) score from baseline to target. * An increase on the school library performance rubric average score based on following an inquiry based research process by 5% as compared to the score earned by the student data sample on the baseline performance. |
| **Required** Performance Measures addressed:  1.1.1 Students will follow an inquiry based research process in seeking information for curricular subjects, making real-world connections for using this process in their own lives.  2.1.1 Students will apply higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge.  3.1.1 Students will complete the inquiry based research process by demonstrating new understandings.  2.1.2 Students will organize information so it makes sense to self and others.  1.3.3 Follow ethical and legal guidelines in gathering and using information.  **Selected** Performance Measures addressed(indicate the 5 chosen by LEA):  \_\_\_\_\_1.1.4 - Find, Evaluate, and select appropriate sources to answer questions  \_\_\_\_\_1.1.5 - Evaluate information found in selected sources.  \_\_\_\_\_1.1.6 - Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.  \_\_\_\_\_1.1.7 - Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.  \_\_\_\_\_1.4.1 – Monitor own information-seeking process for effectiveness and progress, and adapt as necessary.  \_\_\_\_\_2.2.1 – Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.  \_\_\_\_\_2.4.1 - Determine how to act on information (accept, reject, modify).  \_\_\_\_\_3.1.3 – Use writing and speaking skills to communicate new understandings effectively.  \_\_\_\_\_3.1.4 – Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess.  \_\_\_\_\_4.3.2 – Recognize that resources are created for a variety of purposes. |

**School Librarians**

**Student Data and Evidence Collection Sample**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student Names** | **Baseline Score** | | **Target Score** | |
| 1. Scott Corbit | Required=  16 | Total=28 | Required=  18 | Total=  33 |
| Selected=  12 | Selected=  15 |
| 1. Danielle Steele | Required=  10 | Total=28 | Required=  12 | Total=  30 |
| Selected=  18 | Selected=  18 |
| 1. Ernest Hemingway | Required=  13 | Total=28 | Required=  14 | Total=  30 |
| Selected=  15 | Selected=  16 |
| 1. Ralph Ellison | Required=  11 | Total=31 | Required=  13 | Total=  33 |
| Selected=  20 | Selected=  20 |
| 1. Gary Paulson | Required=  19 | Total=24 | Required=  19 | Total=  34 |
| Selected=  5 | Selected=  15 |
| 1. Lady Gaga | Required=  14 | Total=30 | Required=  17 | Total=  37 |
| Selected=  16 | Selected=  20 |
| 1. Patricia Polacco | Required=  5 | Total=13 | Required=  5 | Total=  13 |
| Selected=  8 | Selected=  8 |
| 1. Alice Walker | Required=  0 | Total=0 | Required=  8 | Total=  18 |
| Selected=  0 | Selected=  10 |
| 1. Richard Ford | Required=  13 | Total=25 | Required=  13 | Total=  25 |
| Selected=  12 | Selected=  12 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Greg Tang | Required=  17 | Total=31 | Required=  16 | Total=  28 |
| Selected=  14 | Selected=  12 |
| 1. E. B. White | Required=  20 | Total=40 | Required=  10 | Total=  28 |
| Selected=  20 | Selected=  18 |
| 1. Maurice Sendak | Required=  9 | Total=21 | Required=  13 | Total=  28 |
| Selected=  12 | Selected=  15 |
| 1. Eric Carle | Required=  15 | Total=23 | Required=  11 | Total=  31 |
| Selected=  8 | Selected=  20 |
| 1. Chuck Klosterman | Required=  15 | Total=30 | Required=  19 | Total=  24 |
| Selected=  15 | Selected=  5 |
| 1. Phyllis Naylor | Required=  6 | Total=14 | Required=  14 | Total=  30 |
| Selected=  8 | Selected=  16 |
| 1. Ray Bradbury | Required=  7 | Total=19 | Required=  5 | Total=  13 |
| Selected=  12 | Selected=  8 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Shel Silverstein | Required=  10 | Total=24 | | Required=  0 | Total=  0 |
| Selected=  14 | Selected=  0 |
| 1. Dan Gutman | Required=  13 | Total=31 | | Required=  13 | Total=  25 |
| Selected=  18 | Selected=  12 |
| 1. Walter Dean Myers | Required=  7 | Total=14 | | Required=  18 | Total=  36 |
| Selected=  7 | Selected=  18 |
| 1. Virginia Hamilton | Required=  8 | Total=16 | | Required=  12 | Total=  22 |
| Selected=  8 | Selected=  10 |
| Average score of each performance session is calculated by adding the total points for each student and dividing by number of students | **Baseline Average Score**  Total points for student data sample(whole group)  470 ÷  Number of students  20 = 23.5 average student score  5% of 23.5= 1.175  Baseline score times 5 percent = target goal. | | **Target Average Score**  Total points for student data sample(whole group)  534 ÷  Number of students  20 = 26.7 average student score  5% growth would equal of 23.5 +1.175= 24.675 | | Increase is demonstrated by comparing session one to session two.  **Steps to Calculate:**   * Target score   minus the baseline score equals the raw difference 26.7-23.5=3.2   * Take the raw difference   divided by the baseline score times 100 equals percentage growth  3.2÷23.5 x 100.  **Calculations:**  26.7 - 23.5=3.2  3.2 ÷ 23.5 x 100=  **13.6% growth.**  **Increase = 13.6% growth** |

**Grades 6-12 SCHOOL LIBRARY TASK**

**The student will conduct a short focused inquiry based research that builds knowledge and organizes and presents research information about a topic aligned to your LEA Core Curricula and Common Core State Standards.**

**Grades 6-12 LEARNING OUTCOME**

**The student learning outcome must be a student product which demonstrates proficiency to accomplish the shared, short focused inquiry based research project. Through the research process the school librarian will gather evidence through a student product, which demonstrates proficiency to accomplish the shared short focused inquiry based research activities. The process should be in combination with the required performance measures to complete a research product, however the selected performance measures can be completed separately.**

* **You may use the following resources to assist your students in your research process:**
  + **LEA Core Subject Curriculum**
  + **Common Core State Standards -** [**http://www.corestandards.org**](http://www.corestandards.org/)
  + **Big 6 -** [**http://www.big6.com**](http://www.big6.com/)
  + **UDLib/SEARCH -** [**http://udlibsearch.lib.udel.edu**](http://udlibsearch.lib.udel.edu)
  + **Citation Style Guides and/or online citation generators**
* **Suggested product/outcome choices which show the information learned in the research process:**

|  |  |  |  |
| --- | --- | --- | --- |
| Power Point | Web 2.0 (i.e. Digital Story, Wiki) | Skit | Performance |
| Picture Book | Comic Strip | Publication | Written Response |
| Video | Illustrations/Poster | Game | Oral Presentation |

**The following graphic organizers are recommended for students to engage in a shared short focused, inquiry based, research project. The selected graphic organizers can be used in combination with the required Grades 6-12 Student Research Graphic Organizers so that students do not have to record inf****ormation more than once.**

**Selected Informational Graphic Organizer #1**

You will need to complete this graphic organizer for each source the student explores. Check off the performance measure(s) your LEA has chosen to implement. Remember, school librarians may use their own graphic organizers as long as the graphic organizer(s) shows evidence that is aligned to the selected 5 of 10 performance measures which are aligned to AASL Standards for the 21st-Century Learner. This selected graphic organizer can be used in combination with the required Grades 6-12 Student Research Graphic Organizers so that students do not have to record information more than once.

**\_\_1.1.4 - Find, Evaluate, and select appropriate sources to answer questions**

**\_\_1.1.6 - Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.**

**\_\_3.1.3 – Use writing and speaking skills to communicate new understandings effectively.**

**\_\_3.1.4 – Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess.**

**\_\_4.3.2 – Recognize that resources are created for a variety of purposes.**

**6-12 What Can I Find Out?**

**Use this tool to help you as you locate information to answer your question.**

|  |  |
| --- | --- |
| If this question requires, | Then I might try this type of source: |
| The most up-to-date information | Magazine, newspaper, website almanac (UDLib/SEARCH), interview |
| Historical information | Reference, nonfiction, biography, online primary (UDLib/SEARCH), interview |
| Background or summary information | General encyclopedia (UDLib/SEARCH), interview |
| Very specific or in-depth information | Reference, nonfiction, magazine, website, database (UDLib/SEARCH), interview |
| First-hand information | Nonfiction, autobiography, online primary sources (UDLib/SEARCH) |

|  |  |  |  |
| --- | --- | --- | --- |
| Question: | | | |
| Where did I find the information to answer the question? ( 1.1.4) | * Why did I choose this source? * Was this information found helpful to me? (4.3.2 ) | What did the information tell me to answer my question? (1.1.6 ) | What is the best way you can share this information with others? (3.1.3 and 3.1.4) |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Selected Graphic Organizer #2**

**Check off the performance measure(s) your LEA has chosen to implement. Remember, school librarians may use their own graphic organizers as long as the graphic organizer(s) shows evidence that is aligned to the selected 5 of 10 performance measures which are aligned to AASL Standards for the 21st-Century Learner. This selected graphic organizer can be used in combination with the required Grades 6-12 Student Research Graphic Organizers so that students do not have to record information more than once.**

**\_\_1.1.4 - Find, Evaluate, and select appropriate sources to answer questions**

**\_\_1.1.6 - Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.**

**\_\_3.1.3 – Use writing and speaking skills to communicate new understandings effectively.**

**\_\_3.1.4 – Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess.**

**\_\_4.3.2 – Recognize that resources are created for a variety of** **purposes.**

**Character Compare and Contrast Literary Text**

Question:

What did I find about the characters made them different?

What did I find about the characters that made them similar?

Answer/Summary:

**Selected Graphic Organizer #3**

Check off the performance measure(s) your LEA has chosen to implement. Remember, school librarians may use their own graphic organizers as long as the graphic organizer(s) shows evidence that is aligned to the selected 5 of 10 performance measures which are aligned to AASL Standards for the 21st-Century Learner. This selected graphic organizer can be used in combination with the required Grades 6-12 Student Research Graphic Organizers so that students do not have to record information more than once.

**\_\_1.1.5 - Evaluate information found in selected sources**

**\_\_1.1.7 - Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.**

**\_\_2.2.1 – Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.**

**\_\_2.4.1 - Determine how to act on information (accept, reject, modify).**

**RESEARCH WITH A PURPOSE**

**\*If applicable**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source #1 | Circle Your Answer | Evidence | Will you **accept, reject or modify** the information found? Circle | Explain why you accept, reject or will modify this information. |
| Criteria |
| Does the information in this source help me find the information I need? | * Yes * No |  | * Accept * Reject * Modify |  |
| Is the information current? | * Yes * No | When was the information written? | * Accept * Reject * Modify |  |
| Is the information provided fact or opinion? | * Fact * Opinion |  | * Accept * Reject * Modify |  |
| Does this source give conflicting information? | * Yes * No |  | * Accept * Reject * Modify |  |
| Is the information from a primary or secondary source? | * Primary * Secondary |  | * Accept * Reject * Modify |  |
| Is the information provided biased?\* | * Yes * No |  | * Accept * Reject * Modify |  |
| Is there a particular point of view?\* | * Yes * No |  | * Accept * Reject * Modify |  |
| Is the information in this source related to your topic? | * Yes * No |  | * Accept * Reject * Modify |  |
| Does the author have the authority to provide this information? | * Yes * No |  | * Accept * Reject * Modify |  |
| Does the resource provide a comprehensive overview? | * Yes * No |  | * Accept * Reject * Modify |  |

**Selected Graphic Organizer #4**

This graphic organizer can be used to assess the performance measure listed below. Check off this performance measure if your LEA has chosen this performance to implement. Remember, school librarians may use their own graphic organizers as long as the graphic organizer shows evidence that is aligned to the selected 5 of 10 performance measures which are aligned to AASL Standards for the 21st-Century Learner.

\*This suggested graphic organizer may be used with any of the 10 selected performance indicators using only the areas that are applicable.

**1.4.1 – Monitor own information-seeking process for effectiveness and progress, and adapt as necessary.**

**Evaluating My Research**

|  |  |
| --- | --- |
| **Student Performance** | **Provide Evidence To Support Answer** |
| (1.1.4) I was able to locate and select appropriate sources to answer questions. |  |
| (1.1.5) I was able to evaluate information found in selected sources. |  |
| (1.1.6) I was able to read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning. |  |
| (1.1.7) I was able to make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. |  |
| (2.4.1) I was able to determine how to act on information (accept, reject, modify). |  |
| (2.2.1) I demonstrated flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions could not be drawn. |  |
| (3.1.3) I was able to use writing and speaking skills to communicate new understandings effectively. |  |
| (3.1.4) I was able to use technology and other information tools to organize and display knowledge and understanding in ways that others could view, use, and assess. |  |